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ABSTRACT

Thirteen curriculum strands that together constitute a framework for competent writing are detailed in this writing program guide. Each strand discussed begins with a statement of the expected learning outcome called a "program goal" and is further organized in a kindergarten through grade 12 sequence with objectives listed for each grade level. Where appropriate, models are provided for objectives. Writing goals are also correlated with units in the Economy Company "Expressways" textbook series, including the teacher's resource book, duplicating masters, and activity book. Strands are provided for the following areas: complete sentence, sentence structure, paragraphing, format and appearance, purpose and form, proofreading, revision, reference materials, capitalization, punctuation, grammar, vocabulary, and spelling. (HOD)

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PARKROSE WRITING PROGRAM GUIDE

Drafted By
The Parkrose District Writing Committee
Summer, 1980

(Revised Summer, 1981)

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PARKROSE WRITING PROGRAM GUIDE

- to improve student composition skills -

BACKGROUND

District, state, and nationwide assessments have indicated that many students write considerably less well than their abilities permit. This trend must be reversed.

This fall the Parkrose School District is beginning the second year of an emphasis on improving student writing skills. During 1980 the District Writing Committee studied writing instruction in Parkrose and surveyed members of the school community. The Committee wrote the curriculum in this guide in hopes it would result in measurable growth in student writing ability.

After a year-long trial run in all the District's classrooms, the Guide has been revised based on input from the teachers who used it. A correlation between Parkrose's goals and units in Economy Company's Expressways program (our K-8 language arts textbook adoption) has been added to this new, improved Guide.

ASSUMPTIONS

The ability to write well must be seen as a skill all students can acquire, not as a talent given to only a few. It is our belief that average students will be able, with proper instruction, to write proficiently.

We believe writing must be taught in a sequential process with consistent reinforcement of prior learnings. A well-planned, articulated curriculum and good communication between teachers at different grade levels are the keys to this developmental process.

Students need to practice constantly to improve their writing skills. The best practice is daily writing.

For effective teaching of writing, there can be no substitute for the actual act of writing itself, the process of setting pencil to paper and composing. It has been demonstrated that studying grammar, capitalization, punctuation and spelling in isolation from actual composition does not improve student writing. We would like our students to be expert grammarians as well as skilled writers; we must recognize, however, that one does not automatically lead to the other. The mechanics of writing are best taught using the students' own writings as raw material.

Regular feedback is crucial to the writing process. Students must get guidance and criticism from teachers and classmates on a routine basis. Paper correction needs to be specific and constructive, aimed at the creation of improved writing. As errors are marked, so should strengths be noted.

Students can be taught to provide feedback to themselves and their peers by improving their own proofreading and editing skills.

The end product of feedback is revision. Writing skills are improved as students fix their mistakes and revise their work for increased clarity. Revision must be more meaningful than just "copying it over," however. "Re-vision" implies seeing things in a new way, looking for ways of making a writing more pointed, more colorful, or more communicative. Students require careful guidance in this process.

Writing proceeds best when teachers spend as much time on the process of composition as on the final product. Students need to be taken through a process of "pre-writing" (brainstorming, getting stimulated, finding ideas, planning, organizing), writing, and "post-writing" (sharing, assessing, editing and revising). This final phase is when formal instruction in writing skills is most effectively integrated into classroom activity.

We believe all teachers must be teachers of writing. Every teacher should read student work in all subject matter areas for correctness in both content and mechanics. Writing needs to be integrated into the whole curriculum. Opportunities for students to practice writing in as many settings as possible need to be provided. Essay questions need to occur with greater frequency in tests in all subject matter areas.

Modeling is an important part of the improvement of writing. Good writing must be seen as important to educators before it will become valuable to students. Youngsters need to see school personnel writing standard English correctly and skillfully - on the chalkboard, in letters home, on worksheets and directions given to students, in newsletters and in bulletins.

Learning proceeds best when it is meaningful to the learner. We must work to establish the relevance of writing to students' lives. Young people need to realize that proficient writing is a helpful survival skill and mastery of it will give them more power and more choices in their lives. To this end, writing needs to be practiced at times as a 'real-world' skill useful beyond the classroom. Students need practice in writing for many purposes besides just satisfying the teacher and for a variety of audiences besides just the teacher - writing letters, directions, consumer requests, and so forth.

Time also needs to be spent convincing students that writing is a desirable skill to master as a matter of pleasurable self-expression and as a means to greater self-knowledge. To this end, students need sometimes to choose their own topics. They should also often be allowed to use their own richest source of information for their compositions - the experiences of their own lives.

Teachers must understand that a wide variety of writing experiences is essential in producing competent writers. Students need ample practice in writing on more personal themes (narratives, descriptions, friendly letters, imaginative stories, etc.) to provide the foundation for proficient writing of a more formal and abstract nature (reports, business letters, exposition, analysis, etc.)

Standards of good writing must be clearly communicated to students and models of good writing shared.

ORGANIZATION

This entire program has been built around a single terminal goal for students:

> GIVEN APPROPRIATE REFERENCE MATERIAL, THE LEARNER WILL DEMONSTRATE AN ABILITY TO WRITE A LEGIBLE MULTI-PARAGRAPH COMPOSITION WITH PROPER PARAGRAPH DEVELOPMENT, PROPER SENTENCE STRUCTURE, AND PROPER CONVENTIONS OF STANDARD ENGLISH, INCORPORATING AN ORGANIZING PRINCIPLE.

It is our hope that this writing program will produce students who can meet this goal by the time they graduate from the Parkrose schools.

To support this overall goal, learning objectives have been written at all grade levels, K-12. These learning objectives have been arranged in thirteen curriculum strands that together constitute a framework for competent writing. These are:

1. Complete Sentence
2. Sentence Structure
3. Paragraph Organization
4. Format and Appearance
5. Purposes and Forms
6. Proofreading
7. Revision
8. Reference Materials
9. Capitalization
10. Punctuation
11. Grammar
12. Vocabulary
13. Spelling

The main body of this guide details these thirteen strands. Each strand begins with a statement of the expected learning outcome, called a "program goal." Each strand is organized in a K-12 sequence with objectives listed for each grade level. (The objectives have been carefully written so they reflect learnings, not activities.) Formal checkpoints are also noted by grade level.

All the objectives in this guide are written in terms of student performance <u>in composition</u>. The primary goal is not for students to know terminology, though it would be nice if all our students could label the parts of speech, etc. However, the primary goal is to improve student writing. If a concentration on labels hinders student writing, it is incompatible with our goals.

This format should enable teachers to construct diagnostic tests to use at the beginning of the term or year. The sequential organization within each strand should be helpful; if any students are unable to perform at the expected level, the prior learnings in the strand can provide direction for necessary remediation. Expectations in later grades are also easily seen, and can be used as further objectives for advanced students.

Models of expected student performance have been provided where appropriate. The models exist to help teachers determine the extent or degree to which it is expected students will perform. They are not meant to limit teachers but to guide them.

Teachers, of course, should also not feel constrained by or limited to any of the goals. Any students that can progress beyond these standards to greater achievements of writing competency and sophistication should be so encouraged and guided. We do, however, see this basic program as a necessary attainment for the average Parkrose student.

It should also be noted that this program is not a new set of minimum competencies. Competency testing and teaching in writing will continue as at present. Minimum standards have been required in spelling, punctuation, capitalization, paragraph-writing and sentence-writing since the statewide minimum competency requirements were adopted. This program aims considerably above the minimum standards. We feel it sets admirable but approachable goals for all students.

This guide is not an activity guide. Writing activities and resources are to be pulled from adopted textbooks, materials in each building's writing resource file, and every teacher's "bag of tricks." Elementary building language arts coordinators, secondary department heads and the District Writing Coordinator will share responsibility for resource expansion together with the rest of the teaching staff. As strands are taught teachers are encouraged to add materials to the building or department writing resource file. It is essential these resources deal with writing itself and do not permit the student to "fill in the blank" as a substitute for the writing act.

This Parkrose Writing Program Guide is the blueprint for our writing program. Adopted textbooks and other resources are to supplement this program and are not to replace it. Newly included in the Guide this year is a correlation of our District writing goals with units in the Economy Company Expressways textbook series. The Expressways texts are to be used only as a resource to help teach the skills detailed in this guide, not as a comprehensive writing program in themselves. In other words, we do not expect children to learn the material in Expressways units 1 to 120. We expect them to learn the skills in our Guide.

The columns with the Expressways correlation include a number of symbols for brevity. Specific page numbers are listed to teach to each grade level objective. "L" refers to the grade level of the book, first through eighth. Thus, "L3" means the pages cited are from the third grade materials. "TRB" refers to pages in the Teachers' Resource Book. "DM" is duplicating masters. "AB" is the Expressways Activity Book. The pertinent page numbers follow each abbreviation.

The District will provide direction, inservice, support, and assessment for this program. Evaluation will occur frequently. The objectives and checkpoints in each strand will be tested, allowing students to receive necessary instruction and providing the staff with accurate information with which to modify curriculum.

The District Writing Committee has created a program in which we sincerely believe.

We have every confidence that writing in the District will improve in a measurable fashion as a result of implementing this program. This guide reflects our commitment to improvement and excellence in writing.

It is essential that all staff members be involved in critically assessing both the objectives and the activities of our writing program. Please feel free to call upon any of us or upon the District Writing Coordinator for input or assistance.

1. COMPLETE SENTENCE

PROGRAM GOAL: The learners will demonstrate an ability to apply the mechanics of sentence construction by writing a correct complete sentence.

GRADES	GRADE LEVEL OBJECTIVES	MODELS	CORRELATIONS TO ECONOMY CO. EXPRESSWAYS SERIES
K	(Pre-learning): The learners will demonstrate an ability to dictate a complete sentence by dictating a sentence containing subject and predicate.	(Dictated): The cat chased the dog.	L1 TRB 29-30, 40, 43, 71, 86, 102 DM 11, 37 L2 TRB 46 L3 TRB 20-21,22-23,24-25,208-209 DM 4, 6, 7, 8, 60 AB 9, 10, 11, 12, 85
1	The learners will demonstrate an ability to apply the understanding of a complete sentence by writing a sentence containing subject (noun) and predicate (verb).	(Written): The cat chased the dog.	
2	The learners will demonstrate an ability to apply the understanding that some sentences ask questions and some give information by writing a complete interrogative sentence and a complete declarative sentence.	Did the cat catch the dog? (Interrogative) The cat chased the dog. (Declarative)	Interrogative L1 TRB 67, 89, 185 DM 40 L2 TRB 31, 112, 135 DM 11, 50 L3 TRB 28-29,30-31,182-183,302-303 DM 8, 9, 54 AB 12, 113, 74 L4 TRB 16-17,206-207,274-275 L5 TRB 18-19,20-21,160-161 DM 6, 46 AB 10, 63 L6 TRB 26-27,180-181,260-261 DM 9, 81 AB 14, 105 L7 TRB 148-149 DM 50 AB 64 Declarative L1 TRB 14,53-54,67,68-69,78-80, 86, 97 DM 23, 30, 35 L2 TRB 13, 14, 18, 31, 68, 69 DM 11, 25 L3 TRB 22-23,24-25,26-27,302-303 DM 7, 85 AB 11, 116, 117

GRADES	GRADE LEVEL OBJECTIVES	MODELS	CORRELATIONS TO ECONOMY CO. EXPRESSWAYS SERIES
2	(continued)		L4 TRB 206-20, 274-275 DM 58, 78 AB 78, 103 L5 TRB 18-19, 160-161 DM 6, 46 AB 10, 63 L6 TRB 252-253 DM 76 AB 98
3	The learners will demonstrate an ability to apply the understanding that some sentences show strong feelings by writing a complete exclamatory sentence and a complete imperative sentence.	I had so much fun! (Exclamatory) Pick up your chair. (Imperative)	Exclamatory L4 TRB 206-207, 274-275 DM 58, 78 AB 78, 103 L5 TRB 18-19, 160-161 DM 6, 46, 98 AB 10, 63, 126 L6 TRB 252-253 DM 76 AB 98
4 - 6	The learners will demonstrate an ability to apply the understanding of declarative, interrogative, and exclamatory sentences by writing a complete sentence of each type.	The cat chased the dog. Did the cat catch the dog? I had so much fun! Pick up your chair.	See skills above
4	DISTRICT CHECKPOINT: The learners will demonstrate an ability to use declarative, interrogative, and exclamatory sentences by writing one complete sentence of each type.		See skills above

GRADES	GRADE LEVEL OBJECTIVES	MODELS	CORRELATIONS TO ECONOMY CO. EXPRESSWAYS SERIES
7 - 12	The learners will demonstrate an ability to use complete sentences by writing them in compositions appropriate to grade level and subject matter.		Nearly every lesson in EXPRESSWAYS contains a writing activity that allows the student to demonstrate an ability to write sentences, paragraphs, etc. These written activities include narrative, expository and descriptive compositions as well as research papers and fictional stories.
7	DISTRICT CHECKPOINT: The learners will demonstrate an ability to apply the mechanics of sentence construction by writing paragraphs containing complete sentences.		L2 TRB 97, 111, 136 L3 TRB 90-91,186-187 DM 27, 28 AB 36, 37 L4 TRB 32-33,62-63,308-309 DM 10, 19 AB 6, 26 L5 TRB 232-233 / 296-297 L8 TRB 310-311 AB 117, 118
11	DISTRICT CHECKPOINT: The learners will demonstrate an ability to apply the mechanics of sentence construction by writing multi-paragraph compositions containing complete sentences. Every grade level objective assumes that all the previous objectives at earlier grades have been met. All prior learnings must have been emphasized before students will be able to accomplish the tasks at their grade level.		See skills above

2. SENTENCE STRUCTURE

PROGRAM GOAL: The learners will demonstrate an ability to apply the understanding of sentence structure by writing sentences of varying lengths and types in a composition.

GRADES	GRADE LEVEL OBJECTIVES	MODELS	CORRELATIONS TO ECONOMY CO. EXPRESSWAYS SERIES
K	(Pre-learning): The learners will demonstrate an ability to understand that complete sentences can be made longer through adding words by dictating a complete sentence and expanding it.	(Dictated): We got a car. (Expanded): We got a shiny new car yesterday.	L1 TRB 102
1	The learners will demonstrate an ability to understand that complete sentences can be made longer through adding words by writing a complete sentence and expanding it.	(Written): We got a car. (Expanded): We got a shiny new car yesterday.	L2 TRB 31
2	The learners will demonstrate an ability to use modifiers by writing a complete sentence and expanding it with adjectives.	We got a shiny new car.	Adjectives L1 TRB 52 DM 22 L2 TRB 92, 134 DM 33, 34, 49 L3 TRB 136-137, 138-139 DM 40, 41 AB 55, 56, 57 L4 TRB 142-143,144-145,146-147, 272-273 DM 40, 41, 77 AB 55, 56, 57, 102 L5 TRB 194-195, 346-347 DM 57, 105 AB 78, 79, 132 L6 TRB 196-197, 198-199, 332-333, 340-341 DM 56,57,58,59,106,113 AB 73,74,75,76,128,135 L7 TRB 12-17,234-239,242-243, 372-375 DM 5,75,77,78,116 AB 13, 89, 93, 138 L8 TRB 12-17,192-195,332-333 DM 8, 61, 109 AB 13,75,77,124

GRADES	GRADE LEVEL OBJECTIVES	MODELS	CORRELATIONS TO ECONOMY CO. EXPRESSWAYS SERIES
3	The learners will demonstrate an ability to use the conjunctions "and" and "or" by writing a complete sentence that combines several closely related things using one of these conjunctions. The learners will demonstrate an ability to use conjunctions to combine several related ideas or things by writing a single sentence using given ideas in a series.	John loves apples and oranges. Do you want chocolate or vanilla ice cream? (Given): I like pizza. I like fruit. I like rice. (Rewritten): I like pizza, fruit, and rice. (Given): Bobby cleared the table. Bobby cleaned off the counters. Bobby washed the dishes. (Rewritten): Bobby cleared the table, cleaned off the counters, and washed the dishes.	L4 TRB 240-241,242-243,246-247 L5 TRB 162-163,348-349 DM 47-48 AB 64, 65, 133 L7 TRB 12-17 DM 7, 8 AB 15 L8 TRB 12-17 DM 10 AB 15
4	The learners will demonstrate an ability to use modifiers by writing complete sentences and expanding them through the use of prepositional phrases and adverbs.	We carefully parked our shiny new car in the driveway.	Prepositional Phrases L4 TRB 248-249,250-251 DM 72, 73 AB 94, 95, 96 L5 TRB 346-347 DM 67,74,105 AB 90,99,105,132 L6 TRB 232-233,234-235 DM 71 AB 91 L7 TRB 268-273 DM 82 AB 104,105 L8 TRB 226-231 DM 71 AB 84

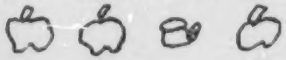
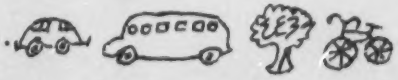
	GRADE LEVEL OBJECTIVES	MODELS	CORRELATIONS TO ECONOMY CO. EXPRESSWAYS SERIES
4	(continued) The learners will demonstrate an ability to use compound sentences by combining two given related sentences into one sentence, using a conjunction.	(Given): John took the bus to school. John walked home. (Rewritten): John took the bus to school, but he walked home. (Given): Susan is tall. She is not the tallest girl in class. (Rewritten): Susan is tall, yet she is not the tallest girl in class.	L4 TRB 240-241,242-243,246-247 L5 TRB 162-163, 348-349 DM 47-48 AB 64,65,133 L7 TRB 12-17 DM 7, 8 AB 15 L8 TRB 12-17 DM 10 AB 15
4	DISTRICT CHECKPOINT: Given a topic, the learners will demonstrate an ability to use the previous learnings by writing a paragraph which includes modifiers and conjunctions.	We got a new car. It's a red station wagon with a white interior. Our new car has power steering and power brakes. It also has a very small spare tire for use in emergencies. It uses unleaded gasoline, and we hope it will get good gas mileage. We are very happy with our new car.	Nearly every lesson in EXPRESSWAYS contains a writing activity that allows the student to demonstrate an ability to write sentences, paragraphs, etc.

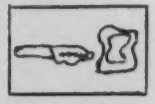
GRADES	GRADE LEVEL OBJECTIVES	MODELS	CORRELATIONS TO ECONOMY CO. EXPRESSWAYS SERIES
5 - 6	The learners will demonstrate an ability to use previous learnings by writing a multi-paragraph composition (which includes modifiers and conjunctions) in other subject areas. The learners will demonstrate an ability to use an appositive (a group of words that comes after a noun to identify or explain it) by writing a sentence combining two or more related ideas.	(Given): Tabby is my cat. Tabby likes to chase dogs. (Rewritten): Tabby, my cat, likes to chase dogs. (Given): Mom fixed pancakes. Pancakes are my favorite breakfast. (Rewritten): Mom fixed pancakes, my favorite breakfast.	Nearly every lesson in EXPRESSWAYS contains a writing activity that allows the student to demonstrate an ability to write sentences, paragraphs, etc. L6 TRB 306-307 DM 97 AB 120 L8 TRB 74-75
7	The learners will demonstrate an ability to use complex sentences by writing a complete sentence containing a dependent clause.	Although he had a headache, he went to school.	L6 TRB 278-279 DM 87, 88 AB 111,112 L7 TRB 306-311, 334-337 DM 98, 104 AB 122,123,124 129 L8 TRB 266-271, 296-297 DM 87, 89, 91, 96 AB 100,101,102,103

GRADES	GRADE LEVEL OBJECTIVES	MODELS	CORRELATIONS TO ECONOMY CO. EXPRESSWAYS SERIES
8	The learners will demonstrate an ability to use complex sentences by writing complete sentences containing a variety of phrases and clauses. (NOTE: The goal is to be able to write a variety of sentence types rather than to learn the names of all the types of phrases and clauses.)	We did the work in the classroom. (Prepositional phrase) Removing his coat, Jack rushed into the river. (Participial phrase) Telling your father was a mistake. (Gerund phrase) Her plan is to go to college. (Infinitive phrase) The house where I was born was torn down. (Adjective clause) She plays baseball whenever she can. (Adverb clause)	(Units for prep. phrases are under the 4th grade objectives above) Participial phrase L8 TRB 232-237 DM 76 AB 80 Gerund phrase L8 TRB 232-237 Infinitive phrase L8 TRB 232-237 Adjective clause L6 TRB 278-279 DM 87, 88 AB 111, 112 L7 TRB 306-311, 334-337 DM 98, 104 AB 123, 124, 129 L8 TRB 266-271, 294-297 DM 87, 91, 96 AB 100, 102, 103 Adverb clause L6 TRB 278-279 DM 87, 88 AB 111, 112 L7 TRB 306-311, 334-337 DM 96, 104 AB 122, 123, 129 L8 TRB 266-271, 294-297 DM 87, 89, 96 AB 100, 101, 103
9 and 11	DISTRICT CHECKPOINTS: The learners will demonstrate an ability to apply the understanding of sentence structure by writing sentences of varying lengths and types in a composition.		Nearly every lesson in EXPRESSWAYS contains a writing activity that allows the student to demonstrate an ability to write sentences, paragraphs, etc.

3. PARAGRAPHING

PROGRAM GOAL: The learners will demonstrate an ability to apply the skills of paragraph organization by writing a composition in a sequence appropriate to the topic.

GRADES	GRADE LEVEL OBJECTIVES	MODELS	CORRELATIONS TO ECONOMY CO. EXPRESSWAYS SERIES
K	(Pre-learning): The learners will demonstrate an ability to understand relatedness by sorting like and unlike objects and pictures. The learners will demonstrate an ability to sequence information by correctly sequencing events in oral discourse - stories shared to the class, etc.	EXAMPLE: (The student crosses out the object that doesn't belong.) a.  b. 	L1 TRE 60-61, 93 L2 TRB 49,101,115 L3 TRB 262-263, 294-295 L4 TRB 14-15 AB 53 L5 TRB 306-308 L6 TRB 192-193 L7 TRB 96-99
1	(Pre-learning): The learners will demonstrate an ability to sequence information by correctly ordering a series of pictures, events, alphabet letters, numbers, etc.	EXAMPLE: (The student will list these events in correct order.) Eat dinner. Eat breakfast. Wake up. Go to bed. Eat lunch.	L1 TRB 45-46, 56,72,74,83-84 DM 33 L2 TRB 15,16,45,66,74,90,105 DM 4, 5, 23 L3 TRB 16-17,166-167,232-233 250-257,284-285 DM 2 AB 7, 66 L4 TRB 64-65 L5 TRB 138-139, 146-147 DM 41 AB 56 L7 TRB 48-49, 58-59, 316-317, 318-319 DM 19, 24 AB 26, 29 L8 TRB 8-9 DM 4

GRADES	GRADE LEVEL OBJECTIVES	MODELS	CORRELATIONS TO ECONOMY CO. EXPRESSWAYS SERIES
1	(Pre-learning): (continued) The learners will demonstrate an ability to understand relatedness by correctly grouping like objects, events, etc.	(The student will remove the item that doesn't fit.) a. cat dog tree fish b. 1 7 8 A	L1 TRB 13, 19-20 DM 5, 7, 8 L2 TRB 25, 49, 65, 107 L3 TRB 134-135, 296-297 DM 38, 83 AB 53, 114 L4 TRB 141 DM 39 AB 54 L5 TRB 84-85, 126-128 L7 TRB 160-161 DM 54 AB 67 L8 TRB 154-157
2	The learners will demonstrate an ability to sequence by correctly ordering a series of pictures and writing a sentence about each picture. The learners will demonstrate an ability to generalize about a topic by putting an appropriate title on a composition.	 I open the jar. I put peanut butter on the bread. I eat the sandwich. MY DOG I like my dog. His name is Junior. I play with him at the park. He loves to run and catch a frisbee. He is a good pet.	L1 TRB 45-46 L2 TRB 74 L3 TRB 218-219,282-283 DM 63 AB 87, 110 L4 TRB 192-193 DM 55 AB 75, 76 L5 TRB 116-117 AB 49 L1 TRB 14 L2 TRB 23, 102 DM 6

GRADES	GRADE LEVEL OBJECTIVES	MODELS	CORRELATIONS TO ECONOMY CO. EXPRESSWAYS SERIES
3	The learners will demonstrate an ability to apply sequence and relatedness by sequencing given model sentences and by correctly sequencing sentences in their own written work.	EXAMPLE: (The student will put these in order:) The boy fell down. The boy ran fast. The boy cried. (Composition task:) Write a day's chronology from getting up to going to bed.	See skills for grade 2
	The learners will demonstrate an ability to use topic sentences by writing a series of sentences with a topic and related supporting sentences.	I love my turtle. My turtle can go places with me. She doesn't bite me. Her tricks are funny.	Topic sentences L2 TRB 97,116,136 L3 TRB 64-65, 90-91, 186-187 L4 TRB 32-33, 62-63, 308, 309 DM 13 AB 26 L5 TRB 176-177, 232-233,295-297, 352-353 DM 107, 108 AB 71, 135 L6 TRB 154-155, 238-239 L7 TRB 120-121 DM 41 AB 54 L8 TRB 78-79, 310-311 DM 28 AB 36, 37, 117, 118
3	DISTRICT CHECKPOINT: The learners will demonstrate an ability to understand the concept of logical sequence and relatedness by composing a series of at least five sentences which contain topic and supporting sentences.		See skills above as well as previous DISTRICT CHECKPOINT skills.

GRADES	GRADE LEVEL OBJECTIVES	MODELS	CORRELATIONS TO ECONOMY CO. EXPRESSWAYS SERIES
4	The learners will demonstrate an ability to apply an understanding of formal paragraph organization by writing a complete paragraph with topic, supporting, and concluding sentences. The paragraph will contain the elements of logical sequence and relatedness and will deal with a single topic. The learners will demonstrate an ability to apply an understanding of various types of paragraph organization by writing a series of differently-organized paragraphs (chronological, spatial, etc.)	Lunch at our cafeteria is different than in many schools. We have family style lunch. We pay for our lunch as soon as we get to our classroom. We choose a host and hostess each week. They set and clear the tables for us and get the food from the kitchen. We all eat together and serve our own food. When we finish eating we return our trays to the kitchen. I like family style lunch better than the old way of waiting in lines. Chronological theme examples (time order organization): "A Day in my Life" "How to Cook an Omlette" Spatial theme examples (left-to-right or up-to-down order organization): "A Description of my Room"	See above skills
5 - 6	The learners will demonstrate an ability to apply an understanding of multi-paragraph organization by writing a composition of at least two paragraphs that demonstrates transition between the paragraphs and the elements of good paragraphing listed above.	Saturday begins the weekend. On Saturday, some people go to the barber, some run errands, some work in the yard and do other household tasks. Many people visit with friends on Saturday evening. Sunday, however, is often a different kind of day. Many families go to church. Others do things like playing ball, going on picnics, fishing or visiting relatives. It is nice that weekends have two days.	See above skills

GRADES	GRADE LEVEL OBJECTIVES	MODELS	CORRELATIONS TO ECONOMY CO. EXPRESSWAYS SERIES
6	DISTRICT CHECKPOINT: The learners will demonstrate an ability to apply the understanding of multi-paragraph organization by writing a composition of at least two paragraphs which has elements of sequence, relatedness, and transition.		See above skills
7 - 12	The learners will demonstrate an ability to apply an understanding of multi-paragraph organization by writing multi-paragraph compositions appropriate to grade level, using organizing principles appropriate to the subject matter. Every grade level objective assumes that all the previous objectives at earlier grades have been met. All prior learnings must have been emphasized before students will be able to accomplish the tasks at their grade level.	Varies by grade and subject.	See above skills

4. FORMAT AND APPEARANCE

PROGRAM GOAL: The learners will demonstrate an ability to use correct format and acceptable appearance by writing a composition containing standard protocols of English.

GRADES	GRADE LEVEL OBJECTIVES	MODELS	CORRELATIONS TO ECONOMY CO. EXPRESSWAYS SERIES
1 - 2	(Pre-learning): The learners will demonstrate an ability to apply an understanding of the use of models by copying a model paragraph which uses proper indentation, margins and spacing. The learners will demonstrate an ability to use correct labelling format by writing their names on every paper they work on.	EXAMPLE: (The student will copy the following:) Dear Mother, Tomorrow my class is having a party. Please come. It will be in my room at 10 o'clock. Love, Pat NAME _____ _____ Check every day for name!	L2 TRB 97, 111, 136 L3 TRB 186-187 L4 TRB 62-63, 308, 309 DM 19 AB 26 L5 TRB 232-233,295-297 L8 TRB 310-311 AB 117,118
2	The learners will demonstrate an ability to apply an understanding of indentation, margins, and spacing by writing a composition that correctly uses these conventions on paper that has the indentation, margins, and spacing laid out.	MODEL _____ Name _____ _____ _____ _____ _____ _____ _____	Nearly every lesson in EXPRESSWAYS contains a writing activity that allows the student to demonstrate an ability to write sentences, paragraphs, etc. These written activities include narrative, expository and descriptive compositions as well as research papers and fictional stories. Also see skills above.

GRADES	GRADE LEVEL OBJECTIVES	MODELS	CORRELATIONS TO ECONOMY CO. EXPRESSWAYS SERIES
2	(continued)		(continued)
3	The learners will demonstrate an ability to apply an understanding of indentation, left/right and top/bottom margins, and spacing by writing a composition that correctly uses these conventions.	My favcrite holiday is Halloween. I like to go trick-or-treating. I get lots of good food. I like Halloween!	Same as grade 2
4 - 6	The learners will demonstrate an ability to use correct format by writing all compositions demonstrating proper name, date, and page number placement. The composition will be written on 8½" x 11" paper on one side only.	Name Date 2.	Same as grade 2
4	DISTRICT CHECKPOINT: The learners will demonstrate an ability to use correct format by writing a paragraph in a proper format.		

GRADES	GRADE LEVEL OBJECTIVES	MODELS	CORRELATIONS TO ECONOMY CO. EXPRESSWAYS SERIES
7	The learners will demonstrate an ability to use correct format by writing a composition correctly using single line crossouts for any word or sentence errors and carets (^) for any omissions or substitutions. The composition will be written in blue or black ink.	I need to ~~lay~~ lie down.	(see proofreading strand)
7	DISTRICT CHECKPOINT: The learners will demonstrate an ability to use correct format by writing a paragraph in a proper format.		
8 - 12	The learners will demonstrate an ability to use the protocols of writing as outlined in the Parkrose Writingkey by applying them as needed in written work.	See Parkrose Writingkey	
10 - 11	CHECKPOINTS: Grade 10 and Grade 11 The learners will demonstrate an ability to use protocols of writing in composing an essay.	See Parkrose Writingkey	L4 TRB 94-95 L5 TRB 174-175 AB 70 L7 TRB 26-27, 376 L8 TRB 276-277,376 AB 106-107
	Every grade level objective assumes that all the previous objectives at earlier grades have been met. All prior learnings must have been emphasized before students will be able to accomplish the tasks at their grade level.		

5. PURPOSE AND FORMS

PROGRAM GOAL: The learners will demonstrate an ability to apply appropriate purposes and forms by writing meaningful compositions directed to a variety of audiences in a variety of styles.

GRADES	GRADE LEVEL OBJECTIVES	MODELS	CORRELATIONS TO ECONOMY CO. EXPRESSWAYS SERIES
1	(Pre-learning): The learners will demonstrate an ability to use different forms in group written work by participating in the composition of various types of group writing.	EXAMPLES: Narrative - Our class went to the zoo. We rode on the bus. We saw the animals. Letter - Dear Mom and Dad, Please come to the P.T.A. meeting and see my room. Love, Tom	L1 TRB 17 L2 TRB 18, 19 L3 TRB 214-215
2	The learners will demonstrate an ability to use different forms in their own personal written work by writing various types of of composition. The learners will demonstrate an ability to use poetic form by contributing to a group-written poem.	EXAMPLES: Narrative Letter Group poem	Resources for teaching various forms of writing Grades 1-8 Poetry L1 TRB 18, 36 L2 TRB 60, 63, 68 L3 TRB 254-255 L4 TRB 122-123, 128-129 L5 TRB 204-205, 294-295 DM 61 L6 TRB 96-97, 262-263, 264-265, 304-305 L7 TRB 88-89 L8 TRB 372-375 DM 116 AB 138
3	The learners will demonstrate an ability to apply an understanding of varying purposes of composition by writing to different audiences within the school community.	EXAMPLES: Write to yourself, classmates, teachers, parents, adults you know, and different-aged students at your school.	Letter-writing L1 TRB 78-80 DM 35 L2 TRB 59, 98 DM 36 L3 TRB 310-311 AB 123 L4 TRB 92-93

GRADES	GRADE LEVEL OBJECTIVES	MODELS	CORRELATIONS TO ECONOMY CO. EXPRESSWAYS SERIES
4	The learners will demonstrate an ability to apply an understanding of varying purposes of composition by writing to different audiences beyond the school community.	EXAMPLES: Write to public figures, newspaper editors, businesses, tourist bureaus, etc.	Letter-writing resources (cont.) L5 TRB 26-27 DM 9, 10 AB 14 L7 TRB 82-83 DM 29 AB 38 L8 TRB 52-53 DM 20 AB 28
4	DISTRICT CHECKPOINT: The learners will demonstrate an ability to write to varying audiences by writing compositions using different forms.		Resources for teaching various forms of writing Grades 1-8 Descriptions L2 TRB 72 L3 TRB 152-153 L4 TRB 66-67 AB 27 L5 TRB 116-117,202-203 DM 34 AB 48, 82 L6 TRB 46-47, 64-65 DM 11 AB 18, 26 L7 TRB 86-87, 120-121, 122-123, 314-315 DM 41 AB 40,54,55
5	The learners will demonstrate an ability to use numerous forms in their own personal written work by writing various types of composition.	EXAMPLES: Sensory Recordings I see the leaves blowing in the wind. I hear the whisper of the leaves. I smell a barbeque in some backyard. I feel the grass tickle my foot. Other types Interior Monologues (stream of consciousness) Personal Journals Dialogues Descriptions Plays Narratives Letters Poems Short Stories	Narratives L2 TRB 97 L5 TRB 86-87, 116-117 DM 25, 34 AB 37, 48 L6 TRB 124-125, 318-319 DM 36 AB 48, 126 L8 TRB 246-247, 312-313 AB 119

GRADES	GRADE LEVEL OBJECTIVES	MODELS	CORRELATIONS TO ECONOMY CO. EXPRESSWAYS SERIES
6	The learners will demonstrate an ability to apply an understanding of how to vary writing style based on the audience by taking a specific idea and writing it for various audiences.	(The student will take a theme and write it for several audiences, revising as necessary). EXAMPLE: "An Adventure I had" - write it for your own journal. - describe your adventure to your best friend. - write it to a 3-year old. - tell your parents about it.	
7	The learners will demonstrate an ability to apply an understanding of how to vary the point of view by writing a composition from at least two points of view.	EXAMPLE: Write about a conflict between a student and parent. - write about it from the student's point of view. - write about it from the parent's point of view. - write about the incident in the third person, objectively, as a newspaper reporter might have written it up.	Point of view L5 TRB 156-157 L6 TRB 32-33 AB 16 L8 TRB 2-5, 348-349

GRADES	GRADE LEVEL OBJECTIVES	MODELS	CORRELATIONS TO ECONOMY CO. EXPRESSWAYS SERIES
8	The learners will demonstrate a knowledge of different purposes in writing by writing compositions to inform, persuade, and entertain.	EXAMPLES: Informative paper "How to build a fire." Persuasive paper "Teenagers should not have to work for their allowances." Entertaining paper "The funniest thing that ever happened to me."	Author's intent L7 TRB 158-159, 190-191 L8 TRB 246-247 Essay L4 TRB 94-95 L5 TRB 174-175 AB 70 L7 TRB 26-[illegible], 376 L8 TRB 276-277, 376 AB 106-107 Persuasive L3 TRB 188-189, 298-299 L5 TRB 88-89, 174-175 L6 TRB 152-153 DM 46 AB 58 L7 TRB 174-175,192-193,230-231, 254-255, 332-333 L8 TRB 174-175, 208-209 DM 69 AB 82 Research paper/report L5 TRB 24-25 AB 13 L6 TRB 210-211
9 - 12	The learners will demonstrate an ability to use numerous forms in their own personal written work by writing various types of higher-level compositions.	EXAMPLES: Exposition - journalism, research, reportage Analysis - criticism Evaluation - essays	
10	DISTRICT CHECKPOINT The learners will demonstrate an ability to use different forms by writing multi-paragraph compositions in different forms. The learners will demonstrate an ability to apply an understanding of varying purposes of composition by writing multi-paragraph compositions to different audiences.		Nearly every lesson in EXPRESS-WAYS contains a writing activity that allows the student to demonstrate an ability to write sentences, paragraphs, etc. These written activities include narrative, expository and descriptive compositions as well as research papers and fictional stories.

6. PROOFREADING

PROGRAM GOAL: The learners will demonstrate an ability to apply the skills of proofreading a composition by correctly using proofreading symbols on the composition.

GRADES	GRADE LEVEL OBJECTIVES	MODELS	CORRELATIONS TO ECONOMY CO. EXPRESSWAYS SERIES
4	The learners will demonstrate an ability to use certain proofreading symbols to identify mechanical errors by marking each error in a given model composition or in other student's compositions. (Symbols to be used at this level: Paragraph error - ¶ Capitalization error - C Punctuation error - P Spelling error - sp)	EXAMPLE: ¶ Pat had fun P he want to C sp the park to sp ply ball P	Proofreading/editing L2 TRB 32, 112 L3 TRB 286-287 AB 111 L4 TRB 68-69,126-127,164-165, 304-305,308-309 DM 37, 89, 92 AB 28, 49, 64, 116, 120 L5 TRB 30-31,90-91,164-165,176-177, 236-237 DM 27, 69 AB 39, 72, 98 L6 TRB 34-35, 116-117,126-127, 184-185, 212-213 DM 37, 38 AB 49 L7 TRB 124-125,190-191,222-223, 254-255,340-341 DM 42, 63 AB 76, 84 L8 TRB 112, 178-179, 208-209, 278-279 DM 58, 94
5 - 6	The learners will demonstrate an ability to use proofreading symbols to identify mechanical errors by marking each error in a given or in another student's composition. (Symbol to be added at this level: Illegible handwriting - ill)	See proofreading chart at the end of this guide.	
5	DISTRICT CHECKPOINT: The learners will demonstrate an ability to use proofreading symbols to identify mechanical errors by marking each error correctly in a given composition.	See proofreading chart at the end of this guide.	
7	The learners will demonstrate an ability to use proofreading symbols to identify mechanical errors by marking each error in a given or in another student's composition. (Symbols to be added at this level: Caret for omissions and substitutions - ^ Run-on sentence - RO Sentence fragment - SF Syllabication error - Syl	EXAMPLE: C When pat went to the) SF store. He bought bread, milk, ^ sugar he was starv- syl) ing so he ran home so he) RO sp could eat.	

GRADES	GRADE LEVEL OBJECTIVES	MODELS	CORRELATIONS TO ECONOMY CO. EXPRESSWAYS SERIES
7	DISTRICT CHECKPOINT: The learners will demonstrate an ability to use proofreading symbols to identify mechanical errors by marking each error correctly in a given composition.	See proofreading chart at the end of this guide.	
8	The learners will demonstrate an ability to use proofreading symbols to identify mechanical errors by marking each error in a given or in another student's composition. (Symbols to be added at this level: Delete - ℘ or a single line cross-out Transpose letters or words - ∼)	On my birthday, ~~which happens once a year~~, I received a new camera and a bunch of film ℘	See sources listed above
9	The learners will demonstrate an ability to use proofreading symbols to identify mechanical errors by marking each error in another's composition. (Symbol to be added at this level: usage error - u) NOTE: There are other proofreading symbols on the chart at the end of this guide. Only the ones listed in these objectives need to be taught to students for their own use. The others are for teacher use.	I can't make u no errors.	
9	DISTRICT CHECKPOINT: The learner will demonstrate an ability to use proofreading symbols to identify mechanical errors by marking each error correctly in a given composition.	See proofreading chart at the end of this guide.	

7. REVISION

PROGRAM GOAL: The learners will demonstrate an ability to apply the skill of revision in editing and rewriting their own compositions.

GRADES	GRADE LEVEL OBJECTIVES	MODELS	CORRELATIONS TO ECONOMY CO. EXPRESSWAYS SERIES
3 - 4	The learners will demonstrate an ability to revise their own compositions by correcting identified errors of capitalization, punctuation, spelling, or paragraphing (including indentation mistakes).	(The student will rewrite his/her proofread paper.) EXAMPLE: (Original) ¶ Pat had fun he want to the park to ply ball. (Revision) Pat had fun. He went to the park to play ball.	Revision L3 TRB 20-21 L5 TRB 90-91, 296-297, 298-299 DM 84, 99 AB 109, 127 L6 TRB 252-253, 318-319 L7 TRB 62-63 (Also see proofreading skills above)
5	DISTRICT CHECKPOINT: Given a proofread paragraph with numerous marked errors, the learners will demonstrate an ability to rewrite the paragraph correctly.		
6	The learners will demonstrate an ability to revise their own compositions by correcting identified errors of illegible handwriting and by using substitution and expansion.	(Original) ¶ Pat want to the store. He bought food ~~and groceries~~. He was hungry so he ran home. (Revision) Pat went to the store. He bought eggs and milk. He was hungry. He ran home so his father could make breakfast right away.	

GRADES	GRADE LEVEL OBJECTIVES	MODELS	CORRELATIONS TO ECONOMY CO. EXPRESSWAYS SERIES
7	The learners will demonstrate an ability to revise their own compositions by correcting identified errors of run-on sentences, sentence fragments, and syllabication, and errors requiring substitution, editing or expansion due to omission, redundancy, or lack of clarity. The compositions will also be revised for organization, coherence and clarity.	(Original) SF you need a good, complete topic sentence When you go hunting. Get you'r thing and get your hunting gear ready buy you're groshery's get your tents and sleeping bags rolled up then if you have a camper get it cleaned up and then you can go to whatever camping spot you what. (Revision) You need to do many things to get ready when you go hunting. First you get your hunting gear ready. Then you buy your groceries. Next you roll up your tents and sleeping bags. If you have a camper you clean it up. Then you can go to whatever camping spot you want.	See sources listed above.
8	The learners will demonstrate an ability to revise their own compositions by correcting identified errors requiring deletion or transposition of letters or words.	(Original) On my birthday, ~~which happens once a year~~, I received a new camera. (Revision) On my birthday, I received a new camera.	

GRADES	GRADE LEVEL OBJECTIVES	MODELS	CORRELATIONS TO ECONOMY CO. EXPRESSWAYS SERIES
9 - 12	The learners will demonstrate an ability to revise their own compositions by correcting identified errors of usage.	(Original) I can't make ~~no~~ errors. (Revision) I can't make any errors.	See sources listed above.
9	DISTRICT CHECKPOINT: Given a proofread paragraph with numerous marked errors, the learners will demonstrate an ability to correct the errors and revise the composition for organization, coherence, and clarity.		
	Every grade level objective assumes that all the previous objectives at earlier grades have been met. All prior learnings must have been emphasized before students will be able to accomplish the tasks at their grade level.		

8. REFERENCE MATERIALS

PROGRAM GOAL: The learners will demonstrate an ability to use available reference material to improve and expand written composition.

GRADES	GRADE LEVEL OBJECTIVES	MODELS	CORRELATIONS TO ECONOMY CO. EXPRESSWAYS SERIES
K	(Pre-learning) The learners will demonstrate an ability to locate and identify a pictionary and teacher models and charts by correctly locating and identifying them upon teacher request.	EXAMPLES: Color chart: red blue yellow	L1 TRB 105-118 L2 TRB 38, 141
1	The learners will demonstrate an ability to use available reference materials by spelling correctly and forming letters properly with the help of models, charts, personal spellers, basal reading texts, and pictionaries.	Letter formation chart: Aa Bb Cc Dd	L1 TRB 35, 62, 119-128 DM 15, 27 L2 TRB 157-158 DM 51, 52 L3 TRB 345-346
2	The learners will demonstrate an ability to use available reference materials by writing a friendly letter with the help of a letter-writing style sheet.	Style Sheet: Date Dear_____, Sincerely, _____	Letter-writing L1 TRB 78-80 DM 35 L2 TRB 59, 98 DM 36 L3 TRB 310-311 AB 123 L4 TRB 92-93 L5 TRB 26-27 DM 9, 10 AB 14 L7 TRB 82-83 DM 29 AB 38 L8 TRB 52-53 DM 20 AB 28

GRADES	GRADE LEVEL OBJECTIVES	MODELS	CORRELATIONS TO ECONOMY CO. EXPRESSWAYS SERIES
3	The learners will demonstrate an ability to use available reference materials by writing a composition and making appropriate changes with the help of human resources (peers and teachers), proofreading charts, and reading, language, and spelling texts.	District proofreading chart: ¶ - paragraph error sp - spelling error C - capitalization error	
4	The learners will demonstrate an ability to use available reference materials by writing a composition and making appropriate changes with the help of grammar and mechanics guides and elementary books of synonyms.	Grammar and mechanics guides: The Flipper, etc. Elementary books of synonyms: In Other Words, etc.	The students in EXPRESSWAYS are encouraged to make use of all available sources of information. These sources include the following: Dictionary L2 TRB 126 DM 46 L3 TRB 148-149,166-167,168-169, 200-201,266-267 DM 47, 56 AB 65, 77 L4 TRB 174-175, 176-177 DM 48 AB 65, 66 L5 TRB 102-103,138-139,140-141, 142-143, 286-287 DM 28,42,43,85 AB 41,57,58,110 L6 TRB 168-169,226-227 DM 67 AB 86,87 L7 TRB 48-49,50-51,52-53 DM 18,20,21,22,23 AB 25,27,28 L8 TRB 8-9 DM 3 AB 9 Thesaurus L4 TRB 80-81 DM 22 AB 32
5 - 6	The learners will demonstrate an ability to use available reference materials by writing a composition and making appropriate changes with the help of grammar handbooks, transition word charts, and spelling word dictionaries.	Grammar handbooks: Harbrace Handbook, Warriner's, etc. Spelling word dictionaries: Webster's Secretarial Speller, etc.	
7 - 12	The learners will demonstrate an ability to use available reference materials by writing a composition and making appropriate changes with the help of the Parkrose Writingkey and a thesaurus.	Thesaurus: Roget's College Thesaurus (dictionary form), etc.	
	Every grade level objective assumes that all the previous objectives at earlier grades have been met. All prior learnings must have been emphasized before students will be able to accomplish the tasks at their grade level.		

GRADES	GRADE LEVEL OBJECTIVES	MODELS	CORRELATIONS TO ECONOMY CO. EXPRESSWAYS SERIES
cont.			Thesaurus (continued) L5 TRB 190-191 DM 52 AB 76 L6 TRB 28-29,110-111 DM 10 AB 15 L8 TRB 6-7 Choosing best source L5 TRB 24-25, 172-173 L6 TRB 204-206, 214-215 L7 TRB 214-215, 216-217 L8 TRB 106-107

9. CAPITALIZATION

PROGRAM GOAL: The learners will demonstrate an ability to apply the mechanics of capitalization by writing a composition that is accurately capitalized.

GRADES	GRADE LEVEL OBJECTIVES	MODELS	CORRELATIONS TO ECONOMY CO. EXPRESSWAYS SERIES
K	The learners will demonstrate an ability to use capital letters by writing the first letters of their names with capitals.	EXAMPLES: Pat	Capitalizing Names L1 TRB 11, 37, 88, 89 DM 2, 39, 40 L2 TRB 26, 109, 118, 120 DM 8, 41, 43 L3 TRB 32-33, 34-35, 62-63,118-119, 180-181,308-309 DM 10, 18, 35, 53 AB 14. 26. 47, 76 L4 TRB 56-57, 304-305 DM 16 AB 23 L5 TRB 54-55, 168-169 DM 18, 51 AB 24, 68 L6 TRB 58-59 DM 19 AB 25 L7 TRB 46-47 DM 17 AB 24 L8 TRB 18-19 DM 11 AB 16
1	The learners will demonstrate an ability to use capital letters by writing persons' names, the pronoun I, and the first word of a sentence with capitals.	I like Pat.	Capitalizing "I" L1 TRB 77, 89 DM 34, 40 L2 TRB 81 DM 30 Capitalizing at the beginning of the sentence. L1 TRB 44, 89 DM 20, 40 L2 TRB 12, 112, 135 DM 2, 50 L3 TRB 182-183, 308-309 DM 54 AB 74

GRADES	GRADE LEVEL OBJECTIVES	MODELS	CORRELATIONS TO ECONOMY CO. EXPRESSWAYS SERIES
1	(continued)		Capitalizing at the beginning of the sentence. (continued) L5 TRB 54-55, 80-81, 166-167, 320-321 DM 18 AB 24 L6 TRB 26-27 DM 9 AB 14 L7 TRB 46-47, 148-149,244-245 DM 17 AB 24
2	The learners will demonstrate an ability to use capital letters by writing all calendar items and geographical names with capitals.	On Monday Pat and I went to the Grand Canyon.	Calendar items L1 TRB 41, 74 L2 TRB 51,55,91 DM 17,21,32 L3 TRB 32-33,34-35,248-249 Geographical names L3 TRB 32-33 L5 TRB 54-55 DM 18 AB 24
3	DISTRICT CHECKPOINT: Given the task of writing a composition appropriate to the grade level and subject matter, the learners will demonstrate an ability to use capital letters by completing the assignment without capitalization errors.		See above skills

GRADES	GRADE LEVEL OBJECTIVES	MODELS	CORRELATIONS TO ECONOMY CO. EXPRESSWAYS SERIES
3 - 4	The learners will demonstrate an ability to use capital letters by writing initials, abbreviations, titles (of persons, books, movies, etc.), and often-used proper nouns with capitals.	Dr. J. R. Pat saw Godzilla on July 17 at the Grand Canyon Theater.	Initials L3 TRB 118-119 DM 35 L5 TRB 144-145 DM 44 AB 59 L6 TRB 236-237 DM 74 AB 94 L7 TRB 340-341 Abbreviations L2 TRB 44, 91 DM 16, 32 L3 TRB 248-249 DM 73 AB 99 L4 TRB 276-277 DM 81 AB 107 L5 TRB 144-145 DM 44 AB 59 L6 TRB 236-237 DM 74 AB 94 L7 TRB 340-341 Titles of people L1 TRB 11, 37, 88, 89 DM 2, 39, 40 L2 TRB 26, 109, 118, 120 DM 8, 41, 43 L3 TRB 32-33,34-35,62-63,118-119, 180-181, 308-309 DM 10, 18, 35, 53 AB 14, 26, 49, 76 L4 TRB 56-57, 304-305 DM 16 AB 23

GRADES	GRADE LEVEL OBJECTIVES	MODELS	CORRELATIONS TO ECONOMY CO. EXPRESSWAYS SERIES
3 - 4	(continued		Titles of people (continued) L5 TRB 54-55, 168-169 DM 18, 51 AB 24, 68 L6 TRB 58-59 DM 19 AB 25 L7 TRB 46-47 DM 17 AB 24 L8 TRB 18-19 DM 11 AB 16 Titles of books, etc. L2 TRB 23, 102 L5 TRB 54-55, 198-199 DM 18, 60 AB 24, 81 L7 TRB 340-341 L8 TRB 76-77
5	The learners will demonstrate an ability to use capital letters by writing all proper nouns (names of organizations, institutions, business firms, trade names, governmental bodies, historical events, nationalities, religions, buildings, gods, ships and planes, monuments, languages, etc.) with capitals.	Jim and Rev. Pat lost their Kleenex tissues at the Washington Monument during the anniversary celebration of the Battle of Coral Reef.	L2 TRB 56,108,118 DM 21, 40 L3 TRB 248-249, 308-309 L5 TRB 54-55 DM 18 AB 24

GRADES	GRADE LEVEL OBJECTIVES	MODELS	CORRELATIONS TO ECONOMY CO. EXPRESSWAYS SERIES
6	The learners will demonstrate an ability to use capital letters by writing all proper adjectives and words that begin direct quotations with capitals.	The English people said, "Help!"	L4 TRB 152-153,154-155,188-189 DM 45, 54 AB 61, 72 L5 TRB 80-81,320-321 L6 TRB 344-345 L7 TRB 244-245 DM 79 AB 94 L8 TRB 366-369
6	DISTRICT CHECKPOINT: Given the task of writing a composition appropriate to the grade level and subject matter, the learners will demonstrate an ability to use capital letters by completing the assignment without capitalization errors.		See above skills and previous DISTRICT CHECKPOINTS.
7 - 12	The learners will demonstrate an ability to apply the mechanics of capitalization by writing compositions appropriate to the grade level and subject matter without capitalization errors.		
8	DISTRICT CHECKPOINT: Given the task of writing a composition appropriate to the grade level and subject matter, the learners will demonstrate an ability to use capital letters by completing the assignment without capitalization errors.		
11	DISTRICT CHECKPOINT: Given the task of writing a composition appropriate to the grade level and subject matter, the learners will demonstrate an ability to use capital letters by completing the assignment without capitalization errors.		

10. PUNCTUATION

PROGRAM GOAL: The learners will demonstrate an ability to apply the mechanics of punctuation by writing a composition that is accurately punctuated.

GRADES	GRADE LEVEL OBJECTIVES	MODELS	CORRELATIONS TO ECONOMY CO. EXPRESSWAYS SERIES
1	The learners will demonstrate an ability to use punctuation by correctly adding periods in end punctuation, question marks, and commas in dates in their own written work.	EXAMPLES: I am fine. How are you? June 3, 1981, is my birthday.	Periods/end punctuation L1 TRB 44,67,89 DM 20, 40 L2 TRB 12, 31, 69, 112, 135 DM 11, 50 L3 TRB 26-27,182-183 L4 TRB 276-277 DM 81 AB 107 L5 TRB 144-145 DM 44 AB 59 L6 TRB 236-237 DM 74 AB 94 L7 TRB 340-341 Question marks L1 TRB 67,89,135 DM 40 L2 TRB 31, 112, 135 DM 11, 50 L3 TRB 28-29, 30-31, 182-183, 302-303 DM 8, 9, 54 AB 12, 13, 74 L4 TRB 16-17 L5 TRB 20-21, 160-161 L6 TRB 26-27, 180-181,260-261 DM 9, 81 AB 14, 105 L7 TRB 148-149 DM 50 AB 64 Commas/dates L2 TRB 55, 59, 108 L3 TRB 32-33,34-35,308-309 DM 10 AB 14 L4 TRB 304-305 DM 90 AB 117

GRADES	GRADE LEVEL OBJECTIVES	MODELS	CORRELATIONS TO ECONOMY CO. EXPRESSWAYS SERIES
2	The learners will demonstrate an ability to use punctuation by correctly adding periods in abbreviations, commas in place names and addresses, commas in friendly letters, and apostrophes in contractions in their own written work.	Mt. St. Helens erupted. Portland, Oregon, is my home. I live at 2212 N. E. 38th Ave., Portland, Oregon. Dear Mom, I love you. Sincerely, Tony I can't and won't do it.	Periods/abbreviations L2 TRB 44, 51, 91, 109 DM 16,17,32,41 L3 TRB 118-119,248-249 L4 TRB 276-277 DM 81 AB 107 L5 TRB 144-145 DM 44 AB 59 L6 TRB 236-237 DM 74 AB 94 L7 TRB 340-341 Commas/place names/addresses L2 TRB 108 DM 40 L3 TRB 308-309 Commas/friendly letters L2 TRB 59 L3 TRB 34-35, 308-309 AB 15 L4 TRB 92-93 DM 29 AB 39 L5 TRB 26-27,112-113,166-167, 350-351 DM 9, 10, 33, 106 AB 14, 46, 134 L7 TRB 82-83 Apostrophes/contractions L4 TRB 90-91,300-301 DM 87 AB 114 L5 TRB 134-135 L6 TRB 150-151 L7 TRB 274-275 DM 86 AB 108 L8 TRB 198-199 DM 65, 66 AB 80

GRADES	GRADE LEVEL OBJECTIVES	MODELS	CORRELATIONS TO ECONOMY CO. EXPRESSWAYS SERIES
3	The learners will demonstrate an ability to use punctuation by correctly adding exclamation points, periods in initials, and commas in a series in their own written work.	Help! There's a fire! D. B. Cooper hasn't been found. I like apples, oranges, and raw fish.	Exclamation points L4 TRB 16-17 L5 TRB 20-21, 160-161,248-249 DM 7, 71 AB 11, 96 L6 TRB 26-27,180-181,260-261 DM 9, 81 AB 14, 105 L7 TRB 148-149 DM 50 AB 64 Periods/initials L2 TRB 44, 51, 91, 109 DM 16,17,32,41 L3 TRB 118-119,248-249 L4 TRB 276-277 DM 81 AB 107 L5 TRB 144-145 DM 44 AB 59 L6 TRB 236-237 DM 74 AB 94 L7 TRB 340-341 Commas/series L3 TRB 120-121, 180-181 DM 36, 53 AB 50, 73 L4 TRB 120-121,214-215,304-305 DM 36, 63, 90 AB 48, 84, 117 L5 TRB 112-113,230-231,250-251 DM 33, 68, 106 AB 46, 91, 134 L6 TRB 88-89,260-261,316-317 DM 27, 82 AB 35, 105

GRADES	GRADE LEVEL OBJECTIVES	MODELS	CORRELATIONS TO ECONOMY CO. EXPRESSWAYS SERIES
3	(continued)		Commas/series (continued) L7 TRB 276-277 DM 87 AB 109 L8 TRB 238-239 DM 79, 87 AB 109
3	DISTRICT CHECKPOINT: Given the task of writing a composition appropriate to the grade level and subject matter, the learners will demonstrate an ability to use punctuation by completing the assignment without punctuation errors.		Nearly every lesson in EXPRESSWAYS contains a writing activity that allows the student to demonstrate an ability to write sentences, paragraphs, etc.
4	The learners will demonstrate an ability to use punctuation by correctly adding commas with introductory words, commas before conjunctions in compound sentences, and apostrophes in singular and plural possessives in their own written work.	Yes, I will come tomorrow. I can be there, but Jenny can't. John's room is a mess. The girls' lavatory is locked.	Introductory words L4 TRB 120-121,304-305 DM 36, 90 AB 48, 117 L5 TRB 112-113 DM 33 AB 46 L6 TRB 316-317 DM 104 AB 125 Compound sentences L6 TRB 88-89,254-255,258-259, 260-261,316-317 DM 27, 80, 82, 104 AB 35, 104, 105, 125 L7 TRB 276-277,312-313,368-371 DM 99 AB 125 L8 TRB 272-273, 302-303 DM 92, 103 AB 104

GRADES	GRADE LEVEL OBJECTIVES	MODELS	CORRELATIONS TO ECONOMY CO. EXPRESSWAYS SERIES
4	(continued)		(continued) Apostrophes/possessives L2 TRB 80, 119 DM 29 L4 TRB 90-91, 300-301 L5 TRB 48-49 DM 21 AB 15 L6 TRB 54-55, 316-317 L7 TRB 74-79 L8 TRB 72-73
5	The learners will demonstrate an ability to use punctuation by correctly adding quotation marks, commas and periods in direct quotations, and hyphens in words broken apart in their own written work.	Brunhilda said, "I eat slugs." I said, "I attend Park-rose School."	Quotation marks L4 TRB 152-153,154-155,188-189 DM 45, 54 AB 61, 72 L5 TRB 80-81, 320-321 L6 TRB 344-345 DM 115, 116 AB 137 L7 TRB 244-245 DM 79 AB 94, 95 L8 TRB 138-139 DM 48 AB 59, 60 Hyphens/dividing words L5 TRB 286-287 DM 85 AB 110 L7 TRB 50-51

GRADES	GRADE LEVEL OBJECTIVES	MODELS	CORRELATIONS TO ECONOMY CO. EXPRESSWAYS SERIES
6	DISTRICT CHECKPOINT: Given the task of writing a composition appropriate to the grade level and subject matter, the learners will demonstrate an ability to use punctuation by completing the assignment without punctuation errors.		
6	The learners will demonstrate an ability to use punctuation by correctly adding quotation marks and underlining in titles, commas in introductory phrases and clauses, commas for interrupters (appositives, names used in direct address, participial phrases, etc.), exclamation and question marks in quotations, and proper dialogue form in their own written work.	I read the poem "Flying Walruses" and the book How to Construct an Outhouse. When I eat ice cream, my lips get numb. John Smith, the boy in the third row, is from Michigan. Cindy, please sit in the other seat. Screaming at the top of my lungs, I ran out the door. Boris said, "Natasha, are you feeling fine?" "Yes, I'm all right," she responded.	Underlining titles L5 TRB 198-199 DM 66 AB 81 Direct address L4 TRB 120-121,304-305 DM 36,90 AB 48,117 L5 TRB 112-113 DM 33 AB 46 L6 TRB 316-317 DM 104 AB 125 (Also see skills listed previously)
7 - 8	The learners will demonstrate an ability to use punctuation by correctly adding dashes, colons, semi-colons, and parentheses as needed in their own written work.	"It sure is a pleasant day outside. I wish - Hey! Someone is stealing my car!" I would like to order the following items: two pairs of old shoes, a box of worms, and some rusty nails. She was pleased; she was also angry.	Colons L4 TRB 222-223,278-279 DM 81 AB 108 L6 TRB 156-157,180-181 DM 54 AB 71 L7 TRB 188-189 L8 TRB 143,274-275,234-335 DM 110 AB 125

GRADES	GRADE LEVEL OBJECTIVES	MODELS	CORRELATIONS TO ECONOMY CO. EXPRESSWAYS SERIES
7 - 8	(continued)	She saw the girl (Imogene's sister) waltzing on the dance floor.	Semi-colons L7 TRB 306-311 L8 TRB 334-335 Parentheses L4 TRB 278-279 DM 82 AB 108 L6 TRB 180-181 DM 54 AB 71 L8 TRB 143
8	DISTRICT CHECKPOINT: Given the task of writing a composition appropriate to the grade level and subject matter, the learners will demonstrate an ability to use punctuation by completing the assignment without punctuation errors.		
9 - 12	The learners will demonstrate an ability to use punctuation by correctly adding quotations within quotations, ellipses, brackets, and other advanced punctuation marks as needed in their own written work.	Tom asked, "Did Betty just say, 'I hate you'?" The most important part of the line was, "The oxcart... crossed the border ...." The passage read, "The olde (sic) lady flew away."	
11	DISTRICT CHECKPOINT: Given the task of writing a composition appropriate to the grade level and subject matter, the learners will demonstrate an ability to use punctuation by completing the assignment without punctuation errors.		

11. GRAMMAR

PROGRAM GOAL: The learners will demonstrate an ability to apply proper English usage and proper grammatic forms by writing compositions employing proper usage and grammar.

GRADES	GRADE LEVEL OBJECTIVES	MODELS	CORRELATIONS TO ECONOMY CO. EXPRESSWAYS SERIES
	NOTE: Many of the traditional aspects of grammar study are covered in other program areas. (See, for example, the program goals for complete sentence, sentence structure, punctuation, and capitalization.) It should also be noted that grammar is most effectively taught in the context of student writing and not as a separate discipline. Research shows that a knowledge of the rules of grammar *per se* does not necessarily mean that a student can write with correct grammar. Note that all the following grade level objectives ask for an *application* of grammar in actual composition.		
2	The learners will demonstrate an ability to apply an understanding of correct English usage by following standard English usage forms in written work.	EXAMPLES: I should ~~of~~ have gone yesterday. ~~Your~~ You're a good guy.	
3	The learners will demonstrate an ability to use pronouns by substituting them for nouns in their own written work.	Jim gave ~~Jim's~~ his coat to Joe.	Pronouns L1 TRB 77 DM 34 L2 TRB 81,82,120 DM 30 L3 TRB 82-83,84-85 DM 24-25 AB 32-33 L4 TRB 48-49,270-271,298-299 DM 12, 76, 86 AB 19, 101, 112 L5 TRB 50-51,74-75,314-315, 316-317 DM 16, 21, 93 AB 22, 30, 120 L6 TRB 80-81 DM 22 AB 30

GRADES	GRADE LEVEL OBJECTIVES	MODELS	CORRELATIONS TO ECONOMY CO. EXPRESSWAYS SERIES
3	The learners will demonstrate an ability to use contractions by writing sentences that contain contractions.	I can't do it.	(continued) Pronouns L7 TRB 12-17,74-79,208-213 DM 3, 28, 66 AB 11, 36, 37, 78 L8 TRB 12-17, 94-99 DM 11, 30, 32 AB 11, 42 Contractions L2 TRB 107 DM 39 L3 TRB 176-177 DM 51 AB 71 L4 TRB 90-91,184-185,300-301 DM 28,52,87 AB 38,70,114 L5 TRB 134-135 DM 22 AB 30 L6 TRB 146-147 DM 45 AB 57 L7 TRB 274-275 L8 TRB 198-199
4	The learners will demonstrate an ability to apply an understanding of simple verb tenses (past, present, future) by using them consistently and correctly in their own writing.	Last year we went to the beach on vacation. We are at the mountains this summer. Next year we will go back to the beach.	Verb tenses L2 TRB 40-41 L3 TRB 114-115, 116-117 DM 33,34 AB 46,47,48 L4 TRB 118-119 DM 35 AB 47 L5 TRB 146-147 DM 43 AB 55

GRADES	GRADE LEVEL OBJECTIVES	MODELS	CORRELATIONS TO ECONOMY CO. EXPRESSWAYS SERIES
4	The learners will demonstrate an ability to apply an understanding of subject-verb agreement by using verbs that agree with nouns in their writing.	Bob and Sue <u>were</u> going to the store. The performance of the clowns <u>was</u> funny.	L1 TRB 43,98,99-100 DM 19, 42, 43, 44 L2 TRB 52,53,54,68,121 DM 18, 19, 20, 24, 44 L3 TRB 110-11,242-243,244-245 DM 32, 70, 71 AB 45, 96, 97 L4 TRB 88-89,244-245 DM 27, 70 AB 37,91,92 L5 TRB 136-137,164-165,344-345 DM 49, 55, 104 AB 40, 66, 131 L6 TRB 178-179,256-257,314-315 DM 79, 103 AB 70, 103, 124
5	<u>DISTRICT CHECKPOINT</u>: The learner will demonstrate an ability to apply proper grammatic forms by writing a composition employing correct usage and grammar.		The students are encouraged to use all grammatic principles correctly in all their writing. See previous DISTRICT CHECKPOINTS
5 - 6	The learners will demonstrate an ability to apply an understanding of singular and plural possessive nouns and pronouns by using them correctly in their own writing.	The <u>school's</u> books are new. The <u>boys'</u> bathroom was fire-bombed. <u>Their</u> house was painted.	L2 TRB 80, 119 DM 29 L3 TRB 268-269 DM 76 AB 103 L4 TRB 26-27, 296-297 DM 8 AB 12, 13, 111 L5 TRB 48-49 DM 15 AB 21 L6 TRB 54-55 DM 17

GRADES	GRADE LEVEL OBJECTIVES	MODELS	CORRELATIONS TO ECONOMY CO. EXPRESSWAYS SERIES
5 - 6			(continued) L7 TRB 74-79 DM 27 AB 35 L8 TRB 70-73 DM 24 AB 32
7	The learners will demonstrate an ability to apply an understanding of clear reference by correctly matching pronouns with antecedents in their own writing.	Everyone has to take his or her turn. Ann and Sam broke their model.	L6 TRB 86-87 DM 26 AB 33, 34 L7 TRB 86-87, 208-213 DM 66 AB 78 L8 TRB 94-99 DM 30, 34 AB 45
7	DISTRICT CHECKPOINT: The learners will demonstrate an ability to apply the principles of grammar taught in previous grades by writing a composition using these principles correctly.		
8	The learners will demonstrate an ability to apply an understanding of complex verb forms (tenses, voices) by correctly using a variety of them in their own writing.	I have worked here for six weeks. (Present perfect) When I had worked for a week, I asked for my pay. (Past perfect) By September I will have worked here all summer. (Future perfect) The catcher dropped the ball. (Active voice) The ball was dropped by the catcher. (Passive voice)	L6 TRB 228-229,230-231,336-337,338-339 DM 69,111,112 AB 89,132,133,134 L7 TRB 144-145 DM 49 AB 53 L8 TRB 134-137 DM 47 AB 58

GRADES	GRADE LEVEL OBJECTIVES	MODELS	CORRELATIONS TO ECONOMY CO. EXPRESSWAYS SERIES
9	DISTRICT CHECKPOINT: The learners will demonstrate an ability to apply proper grammatic forms by writing a composition employing correct usage and grammar.		
10 - 12	The learners will demonstrate an ability to use a parallel organizing structure by writing sentences and paragraphs that follow a parallel form.	(Incorrect) I like eating ice cream, to go to the park, my dog, to swim, and when we play miniature golf. (Revised) I like eating ice cream, going to the park, playing with my dog, swimming and playing miniature golf.	
11	DISTRICT CHECKPOINT: The learners will demonstrate an ability to apply proper grammatic forms by writing a composition employing correct usage and grammar.		
	Every grade level objective assumes that all the previous objectives at earlier grades have been met. All prior learnings must have been emphasized before students will be able to accomplish the tasks at their grade level		

12. VOCABULARY

PROGRAM GOAL: The learners will demonstrate an ability to use a range of appropriate words to express ideas by writing a composition with a varied and precise vocabulary.

GRADES	GRADE LEVEL OBJECTIVES	MODELS	CORRELATIONS TO ECONOMY CO. EXPRESSWAYS SERIES
K	(Pre-learning): The learners will demonstrate an ability to use a variety of words by describing ideas, feelings, experiences, and objects orally.	(Students will describe feelings, experiences, and objects and will converse in sentences.)	L1 TRB 17, 27, 47, 81 L2 TRB 18, 19, 30, 36, 71 73, 110
1	The learners will demonstrate an ability to use a variety of words by describing ideas, feelings, experiences, and objects in oral and written work.	(Sample activities): a. List words about winter: cold mittens snowy season b. Describe some objects that are round.	
2	The learners will demonstrate an ability to use synonyms and antonyms by using them in oral and written work.	(Sample activities): a. Give synonyms: cold - chilly near - close b. Give antonyms: big - little wet - dry	Synonyms L1 TRB 51 DM 21 L2 TRB 37, 131 DM 12, 47 L3 TRB 76-77 DM 20 AB 28 L4 TRB 78-79, 80-81, 208 DM 21, 56, 57 AB 31, 77 L5 TRB 140-144, 190-191 DM 54 AB 74 L6 TRB 28-29, 46-47 DM 11 AB 13 L7 TRB 62-63, 298-299 DM 89 AB 115 L8 TRB 6-7, 36-37 DM 2, 13 AB 8, 20

GRADES	GRADE LEVEL OBJECTIVES	MODELS	CORRELATIONS TO ECONOMY CO. EXPRESSWAYS SERIES
2			(continued) Antonyms L1 TRB 62 DM 27 L2 TRB 117, 131 DM 42, 47 L3 TRB 236-237 DM 67 AB 93 L4 TRB 78-79 DM 21 AB 31 L5 TRB 190-191 DM 55 AB 75 L6 TRB 110-111 DM 25 AB 39 L8 TRB 6-7 DM 2 AB 8
3	The learners will demonstrate an ability to use homonyms (homophones and homographs) by correctly using them in written work.	(Sample activities): c. Give homophones: pear - pair - pare see - sea d. Give homographs: count (of Monte Cristo) count (numbers)	Homophones L1 TRB 85, 103 L2 TRB 103 DM 37 L3 TRB 86-87, 144-145, 199, 280-281 DM 26, 43, 55, 82 AB 34, 35, 59, 76, 109 L4 TRB 110-111,178-179,295 DM 31, 49 AB 43, 67 L5 TRB 22-23, 258-259 DM 8, 76 AB 12, 101 L6 TRB 14-15,118-119,138-140 DM 1, 33, 35 AB 6, 44, 51

GRADES	GRADE LEVEL OBJECTIVES	MODELS	CORRELATIONS TO ECONOMY CO. EXPRESSWAYS SERIES
3			(continued) L7 TRB 206-207 DM 65 AB 77 L8 TRB 190-191,242-243 DM 60 AB 74 Homographs L6 TRB 14-15 L7 TRB 232-233 DM 31 AB 87-88 L8 TRB 292-293 DM 95 AB 110
3	The learners will demonstrate an ability to use more precise words in their own written work by changing imprecise language identified by the teacher.	(Imprecise): It was a nice car. (Improved): It was a streamlined car.	Precise language L3 TRB 20-21 L5 TRB 90-91,296-297,298-299 DM 54, 59 AB 109,127 L6 TRB 252-253,318-319 L7 TRB 62-63
4	The learners will demonstrate an ability to use affixes, root and compound words by using them in their own written work.	Prefixes: tri-tricycle, tripod bi-bicycle, binocular Suffixes: able - comfortable, dependable Compounds: mailman afterburner shoreline	Prefixes L3 TRB 48-49,164-165 AB 18 L4 TRB 46-47,236-237 DM 11,66 AB 18, 88 L5 TRB 73,158-159,336-337 DM 45,97 AB 62, 125 L6 TRB 250-251,330-331 DM 75,105 AB 97,127 L7 TRB 100-101 DM 32 AB 44 L8 TRB 64-65 DM 21 AB 30

GRADES	GRADE LEVEL OBJECTIVES	MODELS	CORRELATIONS TO ECONOMY CO. EXPRESSWAYS SERIES
4			Suffixes (continued) L1 TRB 41 L2 TRB 41 L3 TRB 46-47,164-165,210-211 DM 11,46,61,62 AB 17,64,8(L4 TRB 46-47,236-237 DM 11 AB 18 L5 TRB 158-159,336-337 DM 45,97 AB 62,125 L7 TRB 136-137 DM 40,43 AB 58 L8 TRB 64-65,92-93 DM 22,29 AB 30,41 Compound words L2 TRB 70 DM 28 L3 TRB 102-103 DM 29 AB 35 L4 TRB 269 DM 75 AB 100 L5 TRB 276-277 DM 79 AB 104 L7 TRB 172-173 DM 55 AB 69 L8 TRB 124-125 DM 39 AB 52

GRADES	GRADE LEVEL OBJECTIVES	MODELS	CORRELATIONS TO ECONOMY CO. EXPRESSWAYS SERIES
4			Root words (continued) L5 TRB 73 DM 20 AB 35 L6 TRB 250-251,330-331 DM 75,105 AB 97,127 L8 TRB 92-93
5	DISTRICT CHECKPOINT: The learners will demonstrate an ability to use a range of appropriate words to express ideas by writing a composition with a varied and precise vocabulary.		L6 TRB 304-305 DM 96 AB 119 L8 TRB 258-259 DM 82 AB 95
5	The learners will demonstrate an ability to use figurative language by using similes, metaphors, and personification in written work.	The wind roared like a lion. (Simile) Spring was a flame of green. (Metaphor) The volcano coughed. (Personification)	Similes L5 TRB 294-295 DM 87 AB 112 L6 TRB 264-265 DM 83 L7 TRB 88-89,266-267 DM 31 AB 103 L8 TRB 362-365 DM 114 AB 134,135 Metaphors L5 TRB 294-295 DM 87 AB 112 L6 TRB 264-265 L7 TRB 88-89,266-267 DM 31,81 AB 41,103 L8 TRB 362-365 DM 114 AB 134,135

GRADES	GRADE LEVEL OBJECTIVES	MODELS	CORRELATIONS TO ECONOMY CO. EXPRESSWAYS SERIES
5			Personification (continued) L5 TRB 294-295 DM 87 AB 112 L8 TRB 362-365 DM 114 AB 134,135
6	The learners will demonstrate an ability to use the thesaurus and other reference works to increase precision in their vocabulary by substituting clear and precise words for repetitive, non-specific, and trite ones in their own writing.	(Students will find more precise words in their compositions for words the teacher has identified as vague.) It was a ~~great~~ (crisp and sunny) day. There was a ~~great~~ (huge) crowd on hand to watch the team defeat the ~~great~~ (mighty) opposing pitcher. Casey hit a ~~great~~ (powerful) line drive and drove in three runs. It was a ~~great~~ (thrilling) game.	L4 TRB 80-81 DM 22 AB 32 L5 TRB 190-191 DM 56 AB 76 L6 TRB 28-29,110-111 DM 10 AB 15 L8 TRB 6-7
7	DISTRICT CHECKPOINT: The learners will demonstrate an ability to use a range of appropriate words to express ideas by writing a composition with a varied and precise vocabulary.		Nearly every lesson in EXPRESSWAYS contains a writing activity that allows the student to demonstrate an ability to write sentences, paragraphs, etc.

GRADES	GRADE LEVEL OBJECTIVES	MODELS	CORRELATIONS TO ECONOMY CO. EXPRESSWAYS SERIES
7 - 9	The learners will demonstrate an ability to use prior learnings with increased sophistication in their own writing by recognizing and eliminating cliches, jargon, verbiage, and hackneyed phrases.		Cliches L6 TRB 304-305 DM 96 AB 119 L8 TRB 258-259 DM 32 AB 95 Jargon L5 TRB 129 DM 35 AB 51 L6 TRB 194-195 DM 55 AB 72 L7 TRB 72-73,330-331, 350-351 DM 25, 102, 112 AB 32, 128 L8 TRB 140-141 AB 61
9 - 12	The learners will demonstrate an ability to use a variety of verb types by writing a composition with more action or "doing" verbs than linking verbs or "being" verbs (e.g., "is", "are", "was", "were", "am", "been", "become", etc.)	EXAMPLES: GOOD: A large crowd gathered at the park to watch the softball game. POOR: There was a large crowd at the park to watch the softball game. GOOD: Mike hurried home after school. POOR: Mike was in a hurry to get home after school.	Action L1 TRB 24,25,43,51,98 DM 10,21,42,48 L2 TRB 39,132 DM 13 L3 TRB 108-109,110-111 DM 30, 31 L4 TRB 84-85,244-245,270-271 300-301 DM 25, 76 AB 101 L5 TRB 341-342 DM 102 L6 TRB 24-25,140-141,172-173, 174-175,332-333 DM 7,8,40,106 AB 12,13,52,128 L7 TRB 12-17 DM 4 AB 12

GRADES	GRADE LEVEL OBJECTIVES	MODELS	CORRELATIONS TO ECONOMY CO. EXPRESSWAYS SERIES
9-12			Action (continued) L8 TRB 12-17 DM 7 AB 12 Linking L2 TRB 53,54,121 L5 TRB 104-105,106-107,342-343 DM 30,103 AB 43,130 L6 TRB 140-141,230-231,338-339 DM 51,111,112 AB 66,132,133,134 L7 TRB 178-179,180-185 DM 57 AB 72 L8 TRB 160-161 DM 52 AB 66 Being L1 TRB 98 L3 TRB 106-107 L5 TRB 104-105,132-133 DM 28,37 AB 42,53 L6 TRB 140-141 DM 40,49 AB 52,64 L7 TRB 178-179,180-185 DM 57 AB 72 L8 TRB 160-161,162-166 DM 52 AB 66
10	DISTRICT CHECKPOINT: The learners will demonstrate an ability to use a range of appropriate words to express ideas by writing a composition with a varied and precise vocabulary.		

13. SPELLING

PROGRAM GOAL: The learners will demonstrate an ability to use available spelling resources by completing a written assignment without spelling errors.

GRADES	GRADE LEVEL OBJECTIVES	MODELS	CORRELATIONS TO ECONOMY CO. EXPRESSWAYS SERIES
K	The learners will demonstrate an ability to use available spelling resources (models) by correctly writing their names.	RESOURCES: (Name cards, models)	
1	The learners will demonstrate an ability to use available spelling resources by writing their first and last names correctly.	(Name cards, alphabet charts)	L1 TRB 11
	The learners will demonstrate an ability to use available spelling resources by correctly spelling simple words in writing.	(Pictionaries, charts, teacher, reading texts, personal spelling lists)	L1 TRB 55 DM 24 L2 TRB 56,122 DM 45 L5 TRB 258-259 L6 TRB 286-287 DM 94-95 AB 116 L7 TRB 118-119,186-187 DM 40,61 AB 53,74 L8 TRB 167,200-201,336-337 DM 111 AB 126
2 - 12	The learners will demonstrate an ability to use available spelling resources by correctly spelling words in written work appropriate to their grade level and subject matter.	(Dictionaries, peers, commercial spellers, etc.)	
4,6,8,11	DISTRICT CHECKPOINTS: Given the task of writing a composition appropriate to grade level and subject matter, the learners will demonstrate an ability to use available spelling resources by completing the assignment without spelling errors.		
	Every grade level objective assumes that all the previous objectives at earlier grades have been met. All prior learnings must have been emphasized before students will be able to accomplish the tasks at their grade level.		The spelling strand that occurs throughout EXPRESSWAYS helps students develop a spelling study technique. Students are also introduced to commonly misspelled words and are aided in the formation of spelling generalizations. Practice in finding misspelled words is provided during editing/proofreading exercises. Using resources such as dictionaries is introduced, and practice is provided. The students are encouraged to check all written work for spelling errors.

Proofreading Symbols

These are the symbols to be used with consistency by teachers and students in proofreading written work.

¶	- error in paragraphing; need paragraph	
sp	- error in spelling	
C	- error in capitalization	
P	- mistake in punctuation	
ℓ or ——— (cross out)	- delete or take something out	EX: A ~~heard~~ of cattle passed. We took the ~~the~~ subway.
∼	- transpose letters or words	EX: We home went receive
^	- insert something at this point	EX: rehersal
ill	- handwriting is illegible	
RO	- run on sentence; make two sentences	
SF	- sentence fragment; attach to preceding or following sentence	
Syl	- syllabication error; word is incorrectly divided at the end of line	
u	- usage; word improperly used	
⁀	- join together	EX: run ning
vt	- error in verb tense	
w	- error in word choice or poor word choice	
sv	- error in subject-verb agreement	
K	- awkward; rewrite for gracefulness	
ref	- unclear pronoun reference	
ss	- error in sentence structure	